

Core Education – Transitions: Lower and Upper Division

*This document is designed for Transitions courses housed in colleges
(as opposed to the CORE designator courses).*

To begin, select “Propose New Course”, and select “Propose New from Existing Course.”

Use the “Quick Add” box and “Add Course” to select either CORE 100 or CORE 300.

All information from the CORE course will be pre-filled in your proposal.

Change the CORE subject code to your college designator. Update other fields as necessary.

All Transitions Courses will use the same Course Description (pre-filled)

Supports students beginning their Oregon State journey by introducing them to the university’s mission and goals, sharing the tools and resources it offers its students, and assisting students in developing strategies for their personal and academic success and well-being.

Core Ed Questions

Does this course fulfill a Core Ed category requirement? Yes/No

Date SOI Approved MM/DD/YY

CIM Help text: The Statement of Intent (SOI) is a form submitted through [CIM Misc](#) that notifies the Bacc Core Committee of your college's intention to request Core Ed status on certain courses.

You can find the SOI approval date by viewing the 'History' column on the right-hand side of the misc proposal.

If this course is part of Common Course Numbering, an additional question will be asked:

Does this course qualify for the exception to be more credits than allowable for the Core Ed category due to CCN regulations? Yes/No

Is this course currently in the existing Bacc Core? Yes/No

*** If your answer is Yes:

Would you like this course to continue in the existing Bacc Core? Yes/No

*** If your answer is Yes:

Provide a rationale for the request for your course to remain in its current Bacc Core category. A good rationale will describe the fundamental continuity between the existing category and the new category.

Open Educational Resources (OER)

Does this course use only Open Educational Resources (free learning material)? Yes/No***

***If your answer is No, respond to the following:

In order to maximize access to quality General Education, OSU strongly encourages all course designers and instructors to use OER in their courses. Where adequate OER are not available, course designers and instructors are encouraged to search for low-cost or no-cost options. If this course requires students to obtain non-OER/not-free/for-pay learning resources including non-OER textbooks or online subscriptions, provide a rationale for requiring these resources.

Faculty Training

Provide details on the required trainings completed by the faculty (re)designing this course.

Faculty Name

Training Completed

Date Completed

Transitions

Category Specific Criteria Questions

Will the course be taught using ALL of the centrally approved, expert-created learning modules (without modification)?

Yes***

No***

Refer to the help bubble for the centrally-approved modules. More information can be found on the [Transitions webpage](#).

****If your answer is Yes, no more criteria questions will be asked for Transitions.*

****If your answer is No, respond to the following questions.*

The Mental Health, Building Inclusive Communities, and Financial Literacy modules are required. They must be used as created and cannot be skipped or modified.

For each of the following learning modules, indicate if the centrally approved, expert-created content will be unmodified, unused or modified:

- Course Introduction - Welcome to OSU!

Select one of the following:

- Central content unmodified
- Central content unused
- Central content modified

****If you select "Unmodified" you will not see the approved content. (Hint: Temporarily select "Unused" or "Modified" to view the approved content.)*

****If you select "Unused" or "Modified," answer the following question.*

Provide a rationale for why this module is being changed and how this course will still cover the content included in the centrally approved, expert-created learning modules.

- Belonging

Select one of the following:

- Central content unmodified
- Central content unused
- Central content modified

****If you select "Unmodified" you will not see the approved content. (Hint: Temporarily select "Unused" or "Modified" to view the approved content.)*

****If you select "Unused" or "Modified", answer the following question.*

Provide a rationale for why this module is being changed and how this course will still cover the content included in the centrally approved, expert-created learning modules.

○ Academic Success Behaviors

Select one of the following:

- Central content unmodified
- Central content unused
- Central content modified

****If you select "Unmodified" you will not see the approved content. (Hint: Temporarily select "Unused" or "Modified" to view the approved content.)*

****If you select "Unused" or "Modified", answer the following question.*

Provide a rationale for why this module is being changed and how this course will still cover the content included in the centrally approved, expert-created learning modules.

○ Healthy Behaviors

Select one of the following:

- Central content unmodified
- Central content unused
- Central content modified

****If you select "Unmodified" you will not see the approved content. (Hint: Temporarily select "Unused" or "Modified" to view the approved content.)*

****If you select "Unused" or "Modified", answer the following question.*

Provide a rationale for why this module is being changed and how this course will still cover the content included in the centrally approved, expert-created learning modules.

○ Mid-Course Self-Reflection

Select one of the following:

- Central content unmodified
- Central content unused
- Central content modified

****If you select "Unmodified" you will not see the approved content. (Hint: Temporarily select "Unused" or "Modified" to view the approved content.)*

****If you select "Unused" or "Modified", answer the following question.*

Provide a rationale for why this module is being changed and how this course will still cover the content included in the centrally approved, expert-created learning modules.

○ Career Exploration

Select one of the following:

- Central content unmodified
- Central content unused
- Central content modified

****If you select "Unmodified" you will not see the approved content. (Hint: Temporarily select "Unused" or "Modified" to view the approved content.)*

****If you select "Unused" or "Modified", answer the following question.*

Provide a rationale for why this module is being changed and how this course will still cover the content included in the centrally approved, expert-created learning modules.

- Course Wrap-Up
Select one of the following:
 - Central content unmodified
 - Central content unused
 - Central content modified

****If you select "Unmodified" you will not see the approved content. (Hint: Temporarily select "Unused" or "Modified" to view the approved content.)*

****If you select "Unused" or "Modified", answer the following question.*

Provide a rationale for why this module is being changed and how this course will still cover the content included in the centrally approved, expert-created learning modules.

Category Specific Learning Outcomes (CSLO) Questions

For **Lower Division** Questions, the course number must be Lower Division (100-299)

For **Upper Division** Questions, the course number must be Upper Division (300-499)

Lower Division CSLO Questions

**** Questions are repeated for each of the learning outcomes.*

CSLO #1: Construct goals and individualized strategies for personal well-being, academic success, and professional development.

Which assignment type will be used as the Essential Assignment for assessment of this CSLO?
(select only 1)

- Collection
- Presentation
- Paper
- Project
- Reflection
- Examination
- Performance/Production

Provide a brief description of the Essential Assignment, and how it will measure the learning outcome. Note, if you are using a single Essential Assignment to assess multiple learning outcomes, be sure that the description here is focused on assessment of this CSLO.

CSLO #2: Practice community-building approaches that allow one to engage in society.

Which assignment type will be used as the Essential Assignment for assessment of this CSLO?
(select only 1)

- Collection
- Presentation
- Paper
- Project
- Reflection
- Examination
- Performance/Production

Provide a brief description of the Essential Assignment, and how it will measure the learning outcome. Note, if you are using a single Essential Assignment to assess multiple learning outcomes, be sure that the description here is focused on assessment of this CSLO.

CSLO #3: Identify institutional resources and tools necessary for student success and well-being.

Which assignment type will be used as the Essential Assignment for assessment of this CSLO?
(select only 1)

- Collection
- Presentation
- Paper
- Project
- Reflection
- Examination
- Performance/Production

Provide a brief description of the Essential Assignment, and how it will measure the learning outcome. Note, if you are using a single Essential Assignment to assess multiple learning outcomes, be sure that the description here is focused on assessment of this CSLO.

CSLO #4: Reflect on how their plans connect to OSU's General Education and the institutional mission.

Which assignment type will be used as the Essential Assignment for assessment of this CSLO?
(select only 1)

- Collection
- Presentation
- Paper
- Project

Reflection
Examination
Performance/Production

Provide a brief description of the Essential Assignment, and how it will measure the learning outcome. Note, if you are using a single Essential Assignment to assess multiple learning outcomes, be sure that the description here is focused on assessment of this CSLO.

Upper Division CSLO Questions

**** Questions are repeated for each of the learning outcomes.*

CSLO #1: Create and implement goals and individualized strategies for personal well-being, academic success, and professional development.

Which assignment type will be used as the Essential Assignment for assessment of this CSLO?
(select only 1)

Collection
Presentation
Paper
Project
Reflection
Examination
Performance/Production

Provide a brief description of the Essential Assignment, and how it will measure the learning outcome. Note, if you are using a single Essential Assignment to assess multiple learning outcomes, be sure that the description here is focused on assessment of this CSLO.

CSLO #2: Evaluate community-building approaches that allow one to engage in society.

Which assignment type will be used as the Essential Assignment for assessment of this CSLO?
(select only 1)

Collection
Presentation
Paper
Project
Reflection
Examination
Performance/Production

Provide a brief description of the Essential Assignment, and how it will measure the learning outcome. Note, if you are using a single Essential Assignment to assess multiple learning outcomes, be sure that the description here is focused on assessment of this CSLO.

CSLO #3: Identify institutional resources and tools necessary for student success and well-being.

Which assignment type will be used as the Essential Assignment for assessment of this CSLO?
(select only 1)

- Collection
- Presentation
- Paper
- Project
- Reflection
- Examination
- Performance/Production

Provide a brief description of the Essential Assignment, and how it will measure the learning outcome. Note, if you are using a single Essential Assignment to assess multiple learning outcomes, be sure that the description here is focused on assessment of this CSLO.

CSLO #4: Reflect on how their plans connect to OSU's General Education and the institutional mission.

Which assignment type will be used as the Essential Assignment for assessment of this CSLO?
(select only 1)

- Collection
- Presentation
- Paper
- Project
- Reflection
- Examination
- Performance/Production

Provide a brief description of the Essential Assignment, and how it will measure the learning outcome. Note, if you are using a single Essential Assignment to assess multiple learning outcomes, be sure that the description here is focused on assessment of this CSLO.

Syllabus Requirements

We collect syllabus information in this form for archiving and reporting purposes. You may copy and paste text from your syllabus into these fields. For more information visit [Syllabus-Minimum Requirements](#).

Student Learning Outcomes

All Transitions courses will use only the Category Specific Learning Outcomes as course-level Student Learning Outcomes. (pre-filled)

For Lower Division:

1. *Construct goals and individualized strategies for personal well-being, academic success, and professional development.*
2. *Practice community-building approaches that allow one to engage in society.*
3. *Identify institutional resources and tools necessary for student success and well-being.*
4. *Reflect on how their plans connect to OSU's General Education and the institutional mission.*

For Upper Division:

1. *Create and implement goals and individualized strategies for personal well-being, academic success, and professional development.*
2. *Evaluate community-building approaches that allow one to engage in society.*
3. *Identify institutional resources and tools necessary for student success and well-being.*
4. *Reflect on how their plans connect to OSU's General Education and the institutional mission.*

Course Content (pre-filled; edit as necessary)

List weekly schedule including topics and assignments. If it is not possible to list the weekly schedule, include a concise outline of topics and activities covered in the course.

How will student performance be evaluated? (pre-filled; edit as necessary)

If the proposal includes multiple locations or modalities, and there are differences in the grading breakdown on the different syllabi, then this section must include information from all syllabi.

CIM Help text: Evaluation of Student Performance' refers to the grading breakdown of your course. For example, "Participation: 10%; Assessment 1: 25%; Assessment 2: 15%; Quiz 1: 5%; Quiz 2: 5%; Midterm Exam: 20%; Final Exam: 20%" Grading is subject to [Academic Regulations 17, 18 and 19](#).

Learning Resources (pre-filled; edit as necessary)

CIM Help text: Textbooks, lab manuals, etc, that may be required or optional.

Syllabus – Attach File(s)

Core Ed/Bacc Core courses must include a syllabus for each location and each modality. Reference the specific syllabus template appropriate to the course, location, and modality. Templates can be found in the [Syllabus-Minimum Requirements](#).

Syllabi must be updated to include the required Core Ed elements as found on the templates. Those elements are:

1. Include the verbatim fulfillment statement regarding the Core Ed category.
2. Include the 4 relevant category learning outcomes verbatim in an explicitly identified and labeled list which is located near the course fulfillment statement (see above).
3. Make a direct, clearly stated connection between each listed Core Education category learning outcome and specific attributes of the course content. The level of detail used should make it evident to students how different aspects of the course fulfill the specific category learning outcomes.
4. Include a clear description to students of how the Core Education category learning outcomes will be assessed within the course. Assessments need to be described in enough detail that the connection between assessment method and learning outcome is apparent. (simply stating "exam, quizzes, homework, class discussion" will not provide enough detail)

Supporting Documentation – Only possible by contacting cim.help@oregonstate.edu.

CIM Help text: Most proposals do not need supporting documentation.